DOCUMENT RESUME

ED 064 589 AC 012 678

AUTHOR	Rossman, Mark H.
TITLE	A Model to Recruit Functionally Illiterate Adults into Adult Basic Education Programs in Massachusetts.
INSTITUTION	Massachusetts Univ., Amherst. School of Education.
SPONS AGENCY	Massachusetts State Dept. of Education, Boston. Bureau of Adult Education and Extended Services.
PUB DATE	Aug 71
NOTE	115p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Adult Basic Education; *Audiovisual Communication; Functional Illiteracy; *Illiterate Adults; *Mass Media; Models; Program Evaluation; Questionnaires; Radio; *Recruitment; Television; Television Commercials
IDENTIFIERS	Massachusetts; Springfield

ABSTRACT

The hypothesis of this study was that a predominantly localized visual-aural recruitment package would be effective in attracting and recruiting functionally illiterate adults into Adult Basic Education programs. In order to test this hypothesis, data pertaining to past and current methods of recruiting students to Adult Basic Education programs were reviewed; a predominantly visual-aural recruitment package was developed professionally and tested in the City of Springfield, Mass.; and actual and potential students were interviewed to assess the efficacy of the package. Data acquired was programmed utilizing the Statistical Package for the Social Sciences model. It was concluded that such a method of recruiting potential students is effective, since 19.8% of the individuals enrolling in the Springfield Adult Basic Education program during the time of the experiment directly attributed their enrollment to the influence of the recruitment package. This contrasts with 8.1% of enrollments frequently attributed to the influence of the media. (Author/CL)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 064589

A MODEL TO [illegible]
FUNCTIONALLY [illegible]
INTO ADULT [illegible]
IN [illegible]

[illegible]

[illegible]

[illegible]

AC012678

ABSTRACT

A MODEL TO RECRUIT FUNCTIONALLY ILLITERATE ADULTS INTO ADULT BASIC EDUCATION PROGRAMS IN MASSACHUSETTS

BY

Mark H. Rossman

The nature of the problem of recruiting Adult Basic Education students is apparent in the stated purpose of the enabling legislation itself. Namely, if ". . . an individual's inability to read and write the English language constitutes a substantial impairment to their ability. . .", how, then, are individuals not able to read or write English going to be made aware of, in a systematic way, that programs exist that will enable them to overcome this disability?

Adult Basic Education programs have faced the problem of recruiting students since the programs themselves were conceived. Functional illiterates can not respond well to the printed word. Therefore, posters, billboards, flyers or other printed materials are virtually useless in attracting ABE students. Person to person recruitment efforts have proven successful but, by their nature, are forced to rely heavily upon the available time and on the communication skill of the recruiter.

To effectively recruit functionally illiterate adults into programs designed to remove this disability, the following specific objectives were proposed:

1. to design and implement a predominantly visual and aural recruitment package utilizing television, radio and printed graphics as the major means of recruitment.

2. assess the effectiveness of such a methods of recruiting prospective Adult Basic Education students

The overarching hypothesis of the study was that a predominantly localized visual-aural recruitment package would be effective in attracting and recruiting prospective Adult Basic Education students. An acceptable measure of effectiveness would be an increase of 75% or more in the number of ABE registrants attributing their enrollment to the recruitment package.

To test the above objectives, the following procedures were followed: data pertaining to past and current methods of recruiting students to ABE programs were reviewed; a predominantly visual-aural recruitment package was developed professionally and tested in the City of Springfield, Massachusetts; actual and potential students were interviewed to assess the efficacy of the package. Data acquired was programmed utilizing the Statistical Package for the Social Sciences (SPSS) model.

The summary, conclusions and recommendation section supports the contention that such a method of recruiting potential students is effective in that 19.8% of the individuals enrolling in the Springfield Adult Basic Education program during the time of the experiment directly attributed their enrollment to the influence of the recruitment package. This contrasts dramatically with the 8.10% of enrollments frequently attributed to the influence of the media. Finally, it should be noted that the experimental period was from April 19 through June 6, traditionally a poor recruitment period for any program.

ED 064589

CONTRACT: Development of a Model for Recruitment of Potential Adult Basic Education Students in Massachusetts.

PROJECT REFERENCE: Title III, P.L. 91-230 "Development of a Model for Recruitment of Potential Adult Basic Education Students in Massachusetts."

CONTRACTOR: School of Education
University of Massachusetts
Amherst, Massachusetts 01002

The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002
SCHOOL OF EDUCATION

July 6, 1972

AC012678

ERIC Clearinghouse on Adult Education
Syracuse University
Syracuse, New York 13210

acknowledge

Gentlemen:

Enclosed is a copy of "A Model to Recruit Functionally Illiterate Adults into Adult Basic Education Programs in Massachusetts" plus an approximately 500 word abstract of the document.

Permission is given for reproduction through ERIC.

Yours very truly,

Mark H. Rossman

Mark H. Rossman
Assistant Professor

MHR/jsf
encls.

ACKNOWLEDGEMENTS

The author is deeply indebted to many people who gave so generously of their time to the completion of this study. Grateful acknowlegement is extended to Mr. Harold McNulty, Director of the Bureau of Adult Education & Extended Services and Miss Mary Bodanza, Adult Basic Education Project Director, Massachusetts Department of Education, for financing the project and to Mr. Raymond Morrow, Director of Adult Education for the Springfield, Massachusetts, public schools and to the teachers, aides and students of the "OWL" for giving so freely of their time.

A special debt of gratitude is extended to Dr. William C. Wolf, Jr. and Dr. Daniel C. Jordan for their continual advise, support and encouragement. Special thanks are given to Mr. Reginald Damerell for his invaluable suggestions and direction regarding the production of the recruitment package.

I would like to thank television stations WTIC, WWLP and WHYN as well as radio stations WHBY, WSCB-FM, WTYM, WSPR, WACE, WRYM, WHYN AM&FM and WCRX for providing air time for the television and radio commercials.

Mark H. Rossman EdD.
Project Co-ordinator

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS..iv

LIST OF CHARTS..vii

CHAPTER I - THE PROBLEM.................................1

Introduction
Statement of the Problem
Specific Objectives
Study Limitations
Terminology

CHAPTER II - REVIEW OF RELEVANT RESEARCH................7

CHAPTER III - THE STUDY.................................15

Background
Procedures

CHAPTER IV - THE DATA...................................26

Demographic Information
Awareness and Extent of Use of Communication Vehicles
Influences of Social Context
Awareness of Adult Basic Education Commercials
Prior Action Taken
Attitudes Toward Adult Basic Education Skills
Information Concerning Registrants at the Springfield Adult Basic Education Center

CHAPTER V - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS..78

APPENDIX..86

Exhibit "A" - Script for Television Commercials
Exhibit "B" - Script for Radio Commercials
Exhibit "C" - Printed Graphic Piece
Exhibit "D" - Questionnaire Form
Exhibit "E" - Answer Form

Page
FOOTNOTES....................................99
BIBLIOGRAPHY.................................101

Books
Reports
Articles
Other Sources

LIST OF CHARTS

Chart		Page
I.	Age of Respondents	28
II.	Educational Level of Respondents	29
III.	Present Employment of Respondents	31
IV.	Previous Employment	32
V.	Do You Listen To the Radio?	34
VI.	How Many Different Types of Radio Programs Do You Listen to On A Regular Basis?	35
VII.	What Type of Radio Program Do You Listen to Most Frequently?	37
VIII.	How Much Time Do You Spend Each Day Listening to the Radio?	38
IX.	Do You View Television on a Regular Basis?	39
X.	How Many Different Types of Television Programs Do You Watch on a Regular Basis?	40
XI.	What Types of Television Programs Do You Watch Most Frequently?	42
XII.	How Much Time Do You Spend Watching Television Each Day?	43
XIII.	What Items in the Newspaper Do You Look At Most Frequently?	44
XIV.	Do You Get Any Magazines On a Regular Basis?	46
XV.	What Type of Magazines Do You Receive?	47

Chart Page

XVI. How Many Sources Do You Use to Find Information Concerning New Job Opportunities? 50

XVII. What Sources Are Used Most Frequently to Gather Information Concerning New Job Opportunities? 50

XVIII. How Many Sources Do You Use to Find Information Concerning People Campaigning for Public Office? 51

XIX. What Sources Are Used Most Frequently to Gather Information Concerning People Campaigning for Public Office? 53

XX. How Many Sources Do You Use to Find Information Concerning "Bargains" Being Offered in Local Stores? 53

XXI. What Sources Are Used Most Frequently to Gather Information Concerning "Bargains" being Offered in the Local Stores? 54

XXII. How Many Sources Do You Use to Find Information Concerning National Affairs? 54

XXIII. What Sources Are Used Most Frequently to Gather Information Concerning National Affairs? 56

XXIV. How Many Sources Do You Use to Find Information Concerning International Affairs? 56

XXV. What Sources Are Used Most Frequently to Gather Information Concerning International Affairs? 57

XXVI. To How Many Places Could You or Your Friends go to Learn More About Reading and Math? 59

XXVII. Where Could You Go to Learn More About Reading and Math? 61

XXVIII. Where Do You Attend Classes Offering Instruction in Reading and Math? 61

Chart Page

XXIX. How Did You Learn of Your Recent Opportunity to Study Reading and Math? 62

XXX. Have You Seen the Commercials for The Springfield Adult Basic Education Center (The OWL) on Television? 62

XXXI. Have You Heard the Commercials for the Springfield Adult Basic Education Center (The OWL) on Radio? 63

XXXII. Have You Seen the Printed Piece (flyer) for the Springfield Adult Basic Education Center (The OWL)? 64

XXXIII. Have You Studied Reading or Math During the Past Year? 67

XXXIV. Where Have You Studied Reading or Math During the Past Year? 68

XXXV. How Did You Find Out About Your Previous Learning Experience? 68

XXXVI. How Long Did the Previous Period of Study Last? 70

XXXVII. How Much Has Your Ability to Read and/or To Do Math Improved as a Result of Your Previous Learning Experience? 71

XXXVIII. Would You or Your Friends Like to Read or Do Math Better? 74

XXXIX. Why Would You Like to Read and/or Do Math Better? 75

CHAPTER I

THE PROBLEM

INTRODUCTION

On February 5, 1965, Adult Basic Education commenced operations in Massachusetts. One purpose of the enabling legislation (Section 212 of the Economic Opportunity Act of 1964, Title II, Part B, Public Law 88-452) was:

> . . . to initiate programs of instruction for individuals . . . whose inability to read and write the English language constitutes a substantial impairment of their ability to get or to retain employment commensurate with their real ability . . .

At present, there are 48 Adult Basic Education programs operating within the boarders of the Commonwealth of Massachusetts. Some have large, full scale operations such as those being conducted in Boston, Springfield or Worcester, while others are operating on a much smaller level such as those programs in Gloucester or Duxbury.

In An Evaluation of Adult Basic Education Programs in Massachusetts, August, 1970, prepared for the Massachusetts Department of Education, Bureau of Civic Education by the School of Education of the University of Massachusetts, and in which this writer was principal investigator, it was determined that a number of common problems exist regardless of the size or location of the ABE program. The identified problem areas are grouped and defined as follows:

1. Recruitment - How does an Adult Basic Education program director attract prospective students to his program?
2. Communications - By what means does an Adult Basic Education program director communicate his successes, failures and triumphs to other interested personnel within and without the State?
3. Curriculum - What materials are appropriate for adults?
4. Funding - What can be done to improve State wide funding procedures?

To correct these and other more related or specific problems, certain recommendations and suggestions were put forth. To alleviate the recruitment problem it was recommended that a study be initiated to improve methods of recruitment of Adult Basic Education students and that the study be used as a model for future recruitment efforts.

The purpose of this study is to describe in detail the problems of recruitment, propose a solution, test the proposed solution and subsequently develop a viable model for future recruitment efforts.

STATEMENT OF THE PROBLEM

The nature of the problem of recruiting prospective ABE students is apparent in the stated purpose of the enabling legislation itself. Namely, if ". . . an individual's inability to read and write the English language constitutes a substantial impairment to their real ability to get or retain employment commensurate with their real ability . . .", how, then, are individuals not able to read or write English going to be made aware, in a systematic way, that programs exist that will enable them to overcome this disability?

Adult Basic Education programs have faced the problem of recruiting students since the programs were themselves conceived. Functional illiterates can not respond to the printed word. Therefore, posters, billboards, flyers or other printed materials are virtually useless in attracting ABE students. Person to person recruitment efforts have proven moderately successful but, by their nature, are forced to rely heavily upon the available time and on the communication skill of the recruiter.

Society has placed a stigma upon a person who does not read or write. Regardless of why the individual is illiterate, he is usually acutely aware of the negative reaction of society to his problem and has frequently developed complex defense mechanisms to allow him to counter this negativism.

The problem, then, is how to effectively recruit a functionally illiterate individual, already aware of the problem associated with his disability, into a program designed to remove this disability?

SPECIFIC OBJECTIVES

In order to effectively recruit functionally illiterate adults into programs designed to remove this disability, the following are proposed as specific objectives of this study:

1. To design and implement a predominantly visual and aural recruitment package utilizing television, radio and printed graphics as the major means of recruitment.
2. Assess the effectiveness of such a method of recruiting prospective Adult Basic Education students.

The overarching hypothesis of this study is that a predominantly visual-aural recruitment package will be effective in attracting and recruiting prospective Adult Basic Education students. An acceptable measure of effectiveness would be an increase of 75% or more in the number of ABE registrants attributing their enrollment to the media.

It is further hypothesized that the recruitment package will be effective for both men and women, will recruit the functionally illiterate of various ages and will demonstrate the effectiveness of television and radio as a means of recruiting prospective ABE students.

STUDY LIMITATIONS

This study is an attempt to develop and assess the effectiveness of a predominantly visual-aural recruitment package designed for prospective Adult Basic Education students. The methodology (described in detail in Chapter III) is to air the television and radio commercials on public service time on the various television and radio stations serving the greater Springfield, Massachusetts area.

The use of public service time precludes the possibility of airing the recruitment commercials during "prime time" or that time during which television and radio is thought to be in greatest use by the general public. As a result, the commercials were aired at the discretion of the various program or station managers. One limitation of the study, therefore, is the lack of control regarding the time of day or night that the commercials were aired.

Concommitant with the time factor limitation was the lack of control regarding the frequency of airings. Television and radio stations are obligated by the Federal Communications Commission to air public service announcements. The FCC does not determine the frequency of airings. Therefore, this is also at the discretion of the various program managers.

A third limitation is concerned with the interviews. As originally conceptualized, the study called for the interviewing of 100 residents of Springfield who had been previously identified as being eligible for ABE programs but, for various reasons, were not enrolled in such programs. It was hoped that these individuals would be identified with the assistance of agencies that deal with the target population and also keep educational records. After contacting various such agencies, this writer felt that this would be almost impossible as many agencies do not keep educational records and for many of those agencies that do keep educational records, this information is not readily available.

For the purposes of this study, therefore, the 100 individuals who were interviewed were either living in depressed areas and considered likely ABE candidates or were actually enrolled in Adult Basic Education classes.

TERMINOLOGY

The following terms are defined for the purposes of this study:

1. Adult Basic Education: Programs of instruction for individuals who have attained sixteen years of age and whose inability to read and write the English language constitutes a substantial impairment to get or retain employment commensurate with their real ability.
2. Illiteracy: Attainment of less than the fifth grade.
3. Functional Illiteracy: Attainment of more than fifth but less than eighth grade.
4. Predominantly Localized Visual-Aural Recruitment Package: The localized recruitment package designed for Springfield, Massachusetts and consisting of one (1) 60 second and one (1) 30 second television commercial, two (2) 60 second English language and one (1) 60 second Spanish language radio commercial and the printed graphic piece, designed for mass printing and distribution, which is essentially a pictoral representation of the television commercial. The localized recruitment package is designed to emphasize the local program by using indigenous teachers, students and scenery. (See appendix, Exhibits "A", "B" and "C" for television and radio scripts and the printed graphic piece.)

CHAPTER II

REVIEW OF RELEVANT RESEARCH

Since its inception in 1964, recruitment has been identified as a major problem facing Adult Basic Education Programs throughout the Nation. National Statistics reveal that less than five percent of the eligible population are enrolled in ABE programs. In Massachusetts, less than two percent of the States functionally illiterate population are entered on the rolls of the existing 48 programs.

In An Evaluation of Adult Basic Education Programs in Massachusetts, prepared for the Massachusetts Department of Education, bureau of Civic Education, and of which this writer was the principal investigator, recruitment was identified as a major problem within the State.[1] Evaluations of others States confirm again and again that this is indeed a problem. In Ohio, for example, recruitment has been identified as the number one problem.[2]

It would appear, then, that Adult Basic Education programs are not reaching the populations for which they were intended either on a National or a State-wide level.

The Economic Opportunity Act of 1964, established Adult Basic Education as a separate entity. Section 212, Title

IIB, Part B of this enabling legislation defined the target population as ". . . individuals who have attained eighteen years of age (later amended to read 'sixteen years of age') and inability to read and write the English language constitutes a substantial impairment to their ability to get or retain employment commensurate with their real ability . . ."[3]

A basic assumption implicit within this statement is that adults can learn. Research would tend to support this assumption.

In an article entitled "Principles of Adult Learning," William F. Brazziel describes adults as "motivated learners" with backgrounds and experiences different from those of children. These differences facilitate the learning process. Therefore adults must be treated as adults, treated with dignity, and must be in programs designed to bolster their egos.[4]

Adults are independent, pragmatic learners often pacing their learning based on the exigencies of the day. Robert Havighurst refers to learning taking place at "teachable moments." He feels that learning takes place when certain points of maturation, interest and need have been reached.[5] John Holt and Robert Silverman also speak of "incidental learning" as invaluable to the adult educator.[6,7]

Dale G. Anderson, in his article entitled "Learning and the Modification of Attitudes in Pre-retirement Education" comments that adults generally learn what they want to and do best when they take an active part in the teaching-learning process.[8] Paul Bergevin, in his work A Philosophy for Adult Education also feels that the adult must be involved in the process of diagnosing and evaluating the process of his education.[9]

In his book Informal Adult Education, Malcolm Knowles describes some motivating forces in the psychology of the adult. He lists six needs which must be recognized in order to facilitate learning. They are:

1. Physical
2. Growth
3. Security
4. New Experiences
5. Affection
6. Recognition

These six needs plus experience and ability equal behavior (learning).[10]

He further feels that adults can learn throughout their lifetime; that the capacity to learn does not decline but what does decline is the rate of learning.[11] Irving Lorge, in a paper presented in 1959 at the University of Wisconsin to the meeting of the Commission of Professors of Adult Education stated strongly that intelligence does not decline until the adult reaches his sixties. It was his contention that age does little to affect an individual's power to think. However, he said, "failure to keep on learning may effect performance."[12]

Thus we have seen that 1) Adult learning rates vary depending on interest, past experience or other contingencies, 2) Intelligence does not decline until one reaches his 60's and even then, there is some doubt whether this is due to age or inactivity, and 3) Adults learn better when they are actively involved in the learning process.

If adults can learn, why, then, are they not enrolled in appropriate ABE courses? The literature reveals that most recruitment of functionally illiterate adults has been conducted by mouth-to-mouth recruitment efforts or by the use of flyers, newspaper ads or by the use of radio and TV. It is the contention of this writer that additional research must be done regarding the effectiveness of the media in the recruitment of the target population into ABE programs.

The Appalachian Adult Basic Education Demonstration Center conducted a recruitment study in Northeast Georgia and reported a tripled enrollment which they attributed mainly to the use of trained lay recruiters.[13]

The Adult Education Pilot Project conducted by the Extension Teaching and Field Service Bureau of the University of Texas at Austin reported that successful recruitment efforts were conducted through the use of VISTA volunteers and by the services of the local churches and schools.[14]

In a report entitled "Putting the Hard Core Unemployed into Jobs," a report delivered to the Business-Civic Leadership Conference on Employment Problems held in Chicago, during June 5-7, 1967, the use of existing agencies was also described as a successful means of recruiting the target population.[15]

Jessie Sibilsky, author of the "Curriculum Guide for Adult Basic Education" prepared for the Ypsilanti, Michigan Public Schools reported in a January, 1969 publication that recruitment was most successful in Ypsilanti when conducted by successful students and other adults involved in the program.[16]

Perhaps the largest example of the use of recruiters reaching the functionally illiterate adult was conducted by the Adult Armchair Education Project of Philadelphia. This project, a component of Opportunities Industrialization Centers, Inc., describes in great detail the efforts made by the Federally funded project to recruit "hard core" functionally illiterate adults to Adult Basic Education programs and attributes its success to the use of indigenous trained recruiters.

More than 7,000 functionally illiterate adults were recruited to ABE programs offered by Opportunities Industrialization Center. Program Manager Mr. Ronald Howard reported to this writer that his project had assessed only the results of paid recruiters and did not attempt any in depth assessment of the effectiveness of the media in recruiting adults.[17]

At present there are two projects dealing with media and the recruitment of functionally illiterate adults. They are Project Reach operating from Notre Dame University and The Adult Basic Education Recruitment Package designed and being tested by the Appalachian Adult Basic Education Demonstration Center. As of this writing, published reports regarding the effectiveness of the media as a recruitment tool are not available from either of these projects. However, it is appropriate to discuss the nature of these projects at this point.

Project Reach is a two-year Federally Funded project that received an initial grant of $120,403.00 from the United States Office of Education to finance its operation. The target of the experimental and demonstration program is the estimated 25,000 adults in St. Joseph County, Indiana, with less than an eighth grade education. Project Director, Samuel D. McClelland, an Instructor in Communication Arts at the University of Notre Dame, described the unique three fold objectives of the program to this writer in a phone conversation of May 11, 1971.

The first phase will be to train adult basic education students in the techniques of producing television films; secondly, broadcasting the commercials they produce and recruiting people for the adult education courses; and finally, in the second year-launching actual basic education classes that combine television courses with individualized instruction.[18]

The Adult Basic Education Recruitment Kit designed and developed by the Appalachian Adult Basic Education Demonstration Center of Morehead State University, Morehead, Kentucky, is essentially a package designed to appeal to residents in the thirteen state Appalachian region. The package consists of one 60 second television commercial, a 45 rpm record consisting of 4 jingles suitable for radio airings and a series of promotional items such as suggested billboards, flyers and similar items.

In a conversation with Mr. Lamar Marchese, Information Specialist and the designer of the material, this writer was informed that the effectiveness of the kit had not yet been fully field tested but that testing was in process.[19]

It should be noted that a computerized search of the articles available through ERIC and the Journals of Education revealed nothing more concerning published research on the use of the media in recruiting the functionally illiterate adult. Having attended two National Conferences on Adult Education, visiting and conferring with Professors of Adult Education from the Ohio State University Center for Adult Education and the North Carolina State University Center for Adult Education, and having corresponded with Adult Educators throughout the Nation, it is the contention of this writer that there is no additional research yet available concerned with the effectiveness of the media as a recruitment device in this area of practice.

CHAPTER III

THE STUDY

BACKGROUND

As previously mentioned, this writer was principal investigator for An Evaluation of Adult Basic Education Programs in Massachusetts, completed as of August 31, 1970.

On August 15, 1970, Mr. Rene Bouchard, Director, Bureau of Civic Education, Massachusetts Department of Education, Miss Mary Bodanza, Adult Basic Education Projects Director, Massachusetts Department of Education, Dr. William C. Wolf, Jr., Professor of Education, University of Massachusetts, and this writer met in Boston to discuss the possibility of having the School of Education of the University of Massachusetts conduct a follow-up study to the then unfinished evaluation report.

All data collected to that point indicated the Recruitment of prospective students to Adult Basic Education programs was of primary importance to the Bureau as well as local program personnel. Only 8.6 per cent of the local program directors felt that their programs were successful in recruiting new students.[20] As recruitment had been identified as a major problem, it was decided to concentrate on the resolution of this problem as the follow-up to the evaluation.

Shortly after the August meeting, a contract was submitted by the School of Education to the Massachusetts Department of Education, Bureau of Adult and Extended Services through Mr. Harold McNulty, Director. (Effective September 1, 1970, the division of Adult Basic Education was incorporated into this Bureau.)

The contract provided for funds for the establishment team to accomplish the following:

1. Research the problem of recruitment.
2. Develop an innovative plan for recruitment.
3. Implement such an innovative plan.
4. Submit a final report containing an assessment of the programs successes and weaknesses as well as recommendations for further action.

Having contracted for sufficient funds to complete the project, operations commenced as of September 1, 1970.

PROCEDURES

As indicated in Chapter II, most successful attempts to recruit the functionally illiterate adult involve some form of face to face effort. However, no completed validation study concerning the efficacy of utilizing a predominantly visual-aural recruitment package existed at the conception of this report.

Having researched the problem of recruitment and recognizing that a predominantly visual-aural recruitment package had not been tested, it was decided to develop a recruitment package employing television, radio and printed graphics as the major means of recruitment.

The recruitment material currently being tested by Project Reach of Notre Dame University and the Recruitment Kit designed and developed by the Appalachian Adult Basic Education Demonstration Center of Morehead State University, Morehead, Kentucky was viewed and assessed to be certain that replication of existing projects would be avoided.

Project Reach concentrates on providing instruction in the use of media equipment to ABE students. To provide an opportunity to apply their newly acquired knowledge, the students conceive, film and edit their own television commercials designed to recruit fellow adults to Adult Basic Education programs in South Bend, Indiana.

As the commercials were designed by students to appeal to fellow students, they lacked the sophistication generally attributed to professionally prepared television commercials. In a conversation with Project Director, Mr. Samuel D. McClelland, this writer was informed that the commercials, by design, lacked the traditional "slickness" of the "Madison Avenue" approach.

The Recruitment Kit prepared by the Appalachian Adult Basic Education Demonstration Center is designed to appeal to the rural population of the thirteen Appalachian States. As a result, the commercials are very general and possess a decided "Country and Western" flavor. In a conversation with AABECD Information Specialist, Lemar Marchese, it was determined that the purpose of the project was to develop the kit, assess its effectiveness as designed, then refine it so that it can be localized and further assessed. This latter phase is in process as this report is being written.

The underlying rationale for this current recruitment study is that a localized, professionally prepared recruitment package is an effective means of recruiting functionally illiterate adults as well as other prospective students needing the services of Adult Basic Education programs.

To actualize this assumption, Mr. Reginald Damerell of the School of Education, University of Massachusetts was contacted. Mr. Damerell, a lecturer and member of the Media Center of the School of Education is eminently qualified to produce appropriate media commercials. Prior to joining the faculty, Mr. Damerell spent 11 years as Creative Supervisor for the New York based advertising agency of Ted Bates & Company. In this capacity he was responsible for all advertising media including television commercials, magazine and newspaper advertisements. He was the creator of the commercials of a few years ago which gave a new phrase to the language: "Mother, please! I'd rather do it myself."

At this time a tentative schedule was designed to allow for site selection, conceptualization, actualization and implementation of the recruitment package, interviews, final assessment and writing of the final report.

The Adult Basic Education Center of Springfield, Massachusetts was selected as the test site as it was one of three full-time learning centers within the Commonwealth. In addition, it was serviced by three local commercial television stations, eight local radio stations and is in close proximity to the University.

The City of Springfield has a population of about 180,000. It is an industrialized, urbanized city experiencing the problems frequently associated with industrialization in the 70's. It has its ghetto areas, its suburbs and has according to 1960 census 38,258 residents eligible for Adult Basic Education programs while 510 or .013 per cent were enrolled in such programs during the 1969-70 school year.

The Director of Adult Education for the Springfield Public Schools, Mr. Raymond Morrow, had agreed to allow his Adult Basic Education component to participate in this study. The ABE program of Springfield is housed in a full-time learning center located at 555 State Street. A large sign above the door identifies the program as the "OWL." Mr. Morrow explained that the acronym stands for Onward With Learning and that credit for designing the theme which permeates the learning center goes to the students themselves.

Once the site was selected, the project team met, consulted and conceptualized the ideas for the recruitment package. Mr. Damerell, personnel from KIVA Films, Inc. (film makers for the television commercial) and this writer visited the "OWL" and spoke with the Director, the teachers, aides, and several students in order to gain a better appreciation and understanding of the program. It should be noted that the stigma of illiteracy and its concurrent shame is readily perceived by many students enrolled in Adult Basic Education classes. As one means of counteracting this negative image, it was decided to design the commercials with an emphasis toward creating a positive image of an ABE program. By filming students in their surroundings and by utilizing the actual teachers, it was hoped that a positive image would be fostered, thereby further assisting the recruitment effort.

On January 21, 1971, filming of the television commercials was completed. Shortly thereafter the recruitment package was ready in that the radio commercials had been taped and duplicated and the printed piece had been designed with 10,000 copies ready for mass distribution.

The implementation phase was scheduled to begin on April 19, 1971, and be completed by June 6, 1971. This eight-week period would allow lead time for the general public to become aware of and respond to the recruitment materials. During the fourth week, interviews were scheduled to begin. 100 residents in selected target areas were to be visited by the interview team. By allowing four weeks of lead time, it was hoped that the commercials would be on the air frequently enough to allow for a valid sample.

This time period was selected by design. The underlying rationale is that if the recruitment package is successful in recruiting adults in what is traditionally considered a slow period, it will be successful at other times as well.

Local television stations WTIC, WWLP, and WHYN were contacted and agreed to air the television commercials. Local radio stations WHBY, WSCB-FM, WTYM, WSPR, WACE, WRYM, WHYN AM&FM and WCRX were also contacted regarding the radio spots. All television and radio stations agreed to air the commercials as public service announcements. Radio stations WCRX and WRYM were interested in using the Spanish commercials for their Spanish listening audience.

WWLP-TV commenced airings on April 19, 1971, and continued to show the commercials until the agreed date of June 6th. Station Manager, Mr. John Donahue, reported that the commercials were shown seven days a week at the following times: between 7:30 and 8:30 A.M. and between 5:30 and 6:30 P.M. In addition, they were shown Friday and Saturday evenings between 11:30 P.M. and 1:30 A.M.

Manager of Program Practices for WTIC-TV, Mr. Bob Dufour reported that various technical problems precluded the commercials from being seen more than a total of 10 times on WTIC-TV. They were, however, seen at various times during the test period. Mr. Dufour further stated that they would be run through the Summer.

Program managers of the various radio stations also reported airing the commercials at various times during the day.

Mr. Dave Williams of WHBY reported that the spot announcements were aired approximately 20-25 times per week at various times during the day.

Mr. Bud Clain of WSPR reported airing the spots 4-5 times per week. They were heard during the Red Sox Baseball games.

Program manager Mr. Bob Sawyer of WACE stated that the policy of his station was to air public service announcements for a limited time thereby allowing for new and creative announcements to appear. As a result, WACE aired the spots approximately 4-5 times per day, six days per week for the period of May 3rd - May 17th, 1971.

WSCB-FM ceased operation for the Summer months as of May 17th. Program manager Mr. Gary Green was unable to be reached. Therefore, no approximation of the frequency or time of airings was possible.

WHYN AM&FM was not able to approximate either the frequency of airings or the time of airings due to the volume of public service announcements it handles. Program manager, Mr. John Deegan reported that the commercials were heard frequently on both their AM and FM radio stations.

The Spanish language radio commercials were heard on two local stations. Program manager, Mr. Steve Small of WCRX reported that they were heard once a day, five days a week between 9:00 and 11:00 A.M. as that is the time that WCRX airs a Spanish language program.

WRYM program manager Mr. Ralph Klein reported that the Spanish language commercials were on the air approximately 12 times a week, usually between 6:00 and 7:00 A.M. and 9:00 - 12:00 noon, Monday through Saturday.

In collecting the above data regarding the frequency and time of television and radio announcements, it was determined that several radio stations and two of the television stations were airing the commercials beyond that period scheduled for the implementation phase. Therefore, there might be a residual effect in that additional adults may enroll who will not be counted for the purposes of the study.

Ten thousand (10,000) copies of the printed graphic piece were distributed during the week of May 24, 1971. They were distributed in places of business throughout the target area of the City. In addition, they were distributed through the various social agencies serving the population of the area mentioned.

The purpose of the printed piece was to reinforce the message that was seen on the television. The piece contained 12 key pictures taken directly from the T.V. commercial.

The pictures included the address and phone number of the OWL. It was hoped that a person, having seen the television commercial, would be able to read the pictures on the printed piece, understand the message and, if interested, either call or walk into the OWL and register for classes.

The interview phase of the study was designed to test the efficacy of utilizing a predominantly visual-aural recruitment package to recruit adults for Adult Basic Education classes. The reaction of prospective and actual ABE students was considered essential to the study.

As mentioned in Chapter I, it was eventually decided to interview 100 residents who were assumed to be in need of ABE services by virtue of their actual attendance in remedial adult education programs or by living in a depressed area and considered possibly in need of these services.

Residents to be interviewed were randomly selected from three economically depressed areas of Springfield. These areas were the Brightwood-Riverview area, the South End and the Model Cities area. The Brightwood-Riverview area is predominantly Black and Puerto-Rican, the South End is largely poor White while the Model Cities area consists of a mixture of Urban poor. The actual interviewing commenced during the week of May 17th and continued through June 4, 1971. Area residents from both Brightwood-Riverview and the South End were selected and trained as interviewers. The Model Cities interviews were conducted by this writer.

Once selected, the interviewers were trained in the use of the Questionnaire and in the proper method of recording the responses. It was decided to record the answers of the respondents rather than have them record their own responses as it was felt that many of those being interviewed would not be able to read or correctly interpret the items on the questionnaire thereby invalidating some of the results. The questionnaire and the answer form appear in the appendix, exhibits "D" and "E".

The interviews were completed during the week of June 4, 1971. At this point the data were keypunched and programmed utilizing the Statistical Package for the Social Sciences (SPSS) model. The analysis, conclusions and recommendations follow in Chapter IV & V respectively.

CHAPTER IV

THE DATA

The intent of the study is to assess the effectiveness of utilizing television, radio and printed graphics as the major means of recruiting functionally illiterate adults to Adult Basic Education Programs. To accomplish this objective a questionnaire was designed to elicit demographic information concerning the sex, age, extent of formal training and employment status of the respondents as well as five major content items.

The content items were as follows:

1. The awareness and extent of use of communication vehicles.
2. The influence of social context.
3. The awareness of the Adult Basic Education commercials.
4. Prior action taken.
5. Attitude toward Adult Basic Education skills.

In addition to the questionnaire, each individual registering for classes at the Springfield Adult Basic Education Center during the period of the experiment was asked to indicate how he heard of the existence of the Springfield Adult Basic Education Center. All telephone inquiries were recorded with an indication noting how the caller heard about the Center.

If the registrant or caller indicated that he had heard of the Center through either the radio or television commercial or via the printed piece, this information was so recorded. All recording of information received from the registrants or callers was kept by personnel from the Springfield Adult Basic Education Center.

DEMOGRAPHIC INFORMATION

As mentioned in Chapter III, 100 individuals were interviewed. Of this number 54 were identified as potential Adult Basic Education students by virtue of their living in economically depressed areas. The remaining 55 adults were enrolled in basic education programs sponsored by the Springfield Adult Basic Education program or by the Concentrated Employment Program of the City of Springfield. There were 69 males and 31 females. Eighteen were 15-20 years of age, while forty one were 21-30 years of age. Twenty were 31-40 years of age. The remaining 20 were forty or more years old. (See Chart I).

Educationally, 66 individuals had not completed High School. Of those responding 33 had graduated from High School with 5 having completed at least one college course. It should be noted that years of school completed is not necessarily an indicator of the skill level of the subject. (See Chart II).

Respondents were asked to indicate their present

Chart I

Age of Respondents

	COUNT ROW PCT COL PCT TOT PCT	15-20	21-30	31-40	41 +	ROW TOTAL
MALE		12	29	15	13	69
		17.4	42.0	21.7	18.8	69.7
		66.7	70.7	75.0	65.0	
		12.1	29.3	15.2	13.1	
FEMALE		6	12	5	7	30
		20.0	40.0	16.7	23.3	30.3
		33.3	29.3	25.0	35.0	
		6.1	12.1	5.1	7.1	
	COLUMN TOTAL	18	41	20	20	99
		18.2	41.4	20.2	20.2	100.0

NUMBER OF MISSING OBSERVATIONS: 1

Chart II

Educational Level of Respondents

COUNT ROW PCT COL PCT TOT PCT	8th or BELOW	9th to 11th	12th GRADE	SOME COLLEGE	ROW TOTAL
MALE	22 32.4 71.0 22.2	23 33.8 65.7 23.2	21 30.9 75.0 21.2	2 2.9 40.0 2.0	68 68.7
FEMALE	9 29.0 29.0 9.1	12 38.7 34.3 12.1	7 22.6 25.0 7.1	3 9.7 60.0 3.0	31 31.3
COLUMN TOTAL	31 31.3	35 35.4	28 28.3	5 5.1	99 100.0

NUMBER OF MISSING OBSERVATIONS: 1

employment status. Of the 100 respondents, only 19 were engaged in some form of gainful employment. Forty-two were receiving assistance from the Concentrated Employment Program (CEP) of Springfield, a program designed to provide financial assistance to unemployed area residents while they are receiving vocational and/or academic training. Thirty-four individuals stated that they were unemployed, not with CEP and were seeking employment while 4 indicated that they were not employed and were not seeking employment. (See Chart III).

When asked about previous employment, 34 individuals indicated that they had never been employed, 38 indicated that their previous employment was as some form of laborer. (For the purposes of this study, laborer refers to farm worker, construction worker, domestic or restaurant work). Fourteen individuals had been previously employed in some form of semi-skilled work, usually factory machine operation, while 14 were previously employed in other types of endeavors. (See Chart IV).

The modal age range of subjects included in this study is 21-30 years of age. When this information is related to the fact that two-thirds of the sample did not complete high school and that most of the sample population have either never been employed or have been employed in some form of unskilled work, one can usefully speculate about the plight of these individuals.

Chart III

Present Employment of Respondents

UNEMPLOYED		EMPLOYED	
	Number		Number
Concentrated Employment Program	42	Clerk	4
		Maintainance	3
Welfare Incentive Program	1	Machine Operator	3
		Domestic	1
Unemployed (looking for work)	34	Waitress	3
		Cashier	1
Unemployed (not looking)	4	Health Aide	2
		Salesman	1
		Truck Driver	1
Total	81	Total	19

Chart IV

Previous Employment

COUNT ROW PCT COL PCT TOT PCT	NEVER EMPLOYED	LABORER	DOMESTIC	SEMI-SKILLED	OTHER	ROW TOTAL
MALE	30 43.5 88.2 30.0	22 31.9 64.7 22.0	4 5.8 100.0 4.0	6 8.7 42.9 6.0	7 10.1 50.0 7.0	69 69.0
FEMALE	4 12.9 11.8 4.0	12 38.7 35.3 12.0	0 0.0 0.0 0.0	8 25.8 57.1 8.0	7 22.6 50.0 7.0	31 31.0
COLUMN TOTAL	34 34.0	34 34.0	4 4.0	14 14.0	14 14.0	100 100.0

Limited educational skills open few doors in a technically oriented society. Here seems to be a group of individuals who have grasped the meaning of such a conclusion and who wish to do something about it before life's prime opportunities pass them by.

This age range seems to be a prime target audience for Adult Basic Education recruitment efforts.

AWARENESS AND EXTENT OF USE OF COMMUNICATION VEHICLES

The intent of this item was to ascertain the media vehicles used as well as the extent of use of each. It was expected that the sample would reveal the most frequently used media vehicles thereby validating the assumption that television, radio, newspapers, and magazines are used and the use of such devices are valid when dealing with the target population.

The respondents were asked if they listened to the radio. Of those responding, 93 of 99 responded that they did. Three of those responding in the negative were 40 years of age or older. (See Chart V).

Those individuals indicating that they listened to the radio were asked what they listened to most frequently; Music, News, Sports Events and "other." Six individuals indicated that they listened with regularity to three types of programs. Twenty-four listed two types of programs while 65 indicated a preference for only one type of programming. (See Chart VI).

Chart V

Do You Listen To the Radio?

	COUNT ROW PCT COL PCT TOT PCT	YES	NO	ROW TOTAL
15-20 YEARS		17 94.4 18.3 17.2	1 5.6 16.7 1.0	18 18.2
21-30 YEARS		40 97.6 43.0 40.4	1 2.4 16.7 1.0	41 41.4
31-40 YEARS		19 95.0 20.4 19.2	1 5.0 16.7 1.0	20 20.2
41 AND ABOVE		17 85.0 18.3 17.2	3 15.0 50.0 3.0	20 20.2
	COLUMN TOTAL	93 93.9	6 6.1	99 100.0

NUMBER OF MISSING OBSERVATIONS: 1

Chart VI

How Many Different Types of Radio Programs Do You Listen to On A Regular Basis?

	COUNT ROW PCT COL PCT TOT PCT	ONE	TWO	THREE	ROW TOTAL
MALE		46 69.7 71.9 48.9	17 25.8 70.8 18.1	3 4.5 50.0 3.2	66 70.2
FEMALE		18 64.3 28.1 19.1	7 25.0 29.2 7.4	3 10.7 50.0 3.2	28 29.8
	COLUMN TOTAL	64 68.1	24 25.5	6 6.4	94 100.0

NUMBER OF MISSING OBSERVATIONS: 6

Of the types of radio programs listed, the most frequently listened to type of program is Music, being identified by 67%. News programs are the next most popular in that 50% of the respondents reported listening to this type of program. The least popular form of radio programming listened to by this population appears to be Sports as only 8% listen to it on a regular basis. (See Chart VII).

The radio is a frequently listened to communication vehicle in that 81.7 per cent of the respondents listen to the radio at least one to three hours daily. Exactly 47.3 per cent reported listening three or more hours daily. (See Chart VIII).

Television appears to be the most frequently used communication vehicle in that 99 of 100 respondents indicated that they view television daily and on a regular basis. (See Chart IX).

Respondents were asked what types of programs they view most often; Movies, Regular Series, Sports Events, News and "other." There appears to be a slight degree of correlation with the educational level of the respondents and the variety of programs viewed in that only 1 of 31 individuals with an educational level of less than 8th grade watch as many as three different types of television programs on a regular basis while 19 of 67 individuals with an educational level of 9th grade and above watch three or more different types of programs on a regular basis. (See Chart X).

Chart VII

What Type of Radio Program Do You Listen to Most Frequently?

Type of Radio Program	Percentage Listening
Music	33%
News	50%
Sports	8%
Other	5%

Chart VIII

How Much Time Do You Spend Each Day Listening to the Radio?

COUNT ROW PCT COL PCT TOT PCT	3+HOURS	1-3 HOURS	LESS THAN 1 HOUR	ROW TOTAL
15-20 YEARS	6 35.3 13.6 6.5	6 35.3 18.8 6.5	5 29.4 29.4 5.4	17 18.3
21-30 YEARS	19 47.5 43.2 20.4	16 40.0 50.0 17.2	5 12.5 29.4 5.4	40 43.0
31-40 YEARS	10 52.6 22.7 10.8	5 26.3 15.6 5.4	4 21.1 23.5 4.3	19 20.4
41 AND ABOVE	9 52.9 20.5 9.7	5 29.4 15.6 5.4	3 17.6 17.6 3.2	17 18.3
COLUMN TOTAL	44 47.3	32 34.4	17 18.3	93 100.0

NUMBER OF MISSING OBSERVATIONS: 7

Chart IX

Do You View Television on a Regular Basis?

	COUNT ROW PCT COL PCT TOT PCT	YES	NO	ROW TOTAL
MALE		68 98.6 68.7 68.0	1 1.4 100.0 1.0	69 69.0
FEMALE		31 100.0 31.3 31.0	0 0.0 0.0 0.0	31 31.0
	COLUMN TOTAL	99 99.0	1 1.0	100 100.0

Chart X

How Many Different Types of Television Programs Do You Watch on a Regular Basis?

COUNT ROW PCT COL PCT TOT PCT	ONLY ONE	TWO	THREE	FOUR	ROW TOTAL
8TH OR BELOW	18 58.1 29.5 18.4	12 38.7 50.0 12.2	1 3.2 10.0 1.0	0 0.0 0.0 0.0	31 31.6
9TH TO 11TH	23 67.6 37.7 23.5	7 20.6 29.2 7.1	3 8.8 30.0 3.1	1 2.9 33.3 1.0	34 34.7
12TH GRADE	16 57.1 26.2 16.3	5 17.9 20.8 5.1	5 17.9 50.0 5.1	2 7.1 66.7 2.0	28 28.6
SOME COLLEGE	4 80.0 6.6 4.1	0 0.0 0.0 0.0	1 20.0 10.0 1.0	0 0.0 0.0 0.0	5 5.1
COLUMN TOTAL	61 62.2	24 24.5	10 10.2	3 3.1	98 100.0

NUMBER OF MISSING OBSERVATIONS: 2

Of the programs listed, the most popular type of television program watched on a regular basis are the regular series, being identified by 49% of the respondents. Movies are the next most popular form of programming in that 43% of the respondents indicated that this type of program was watched on a regular basis. News and Sports are the least popular form of programs as 39% and 11%, respectively, view these programs on a regular basis. (See Chart XI).

When asked how much time is spent each day watching television, 54 of 98 individuals indicated that they watch television for three or more hours daily. Of the eight indicating that they view television less than one hour daily, all were not graduates of High School. (See Chart XII).

The question was asked "Do you get a daily newspaper?" Eighty two percent of the population sampled responded in the affirmative. Respondents were asked what they read most frequently in their newspapers. Six items were listed as possible choices; National News, Local News, Sports, Comics, Classified Ads and "Other." The most frequently read items are local news being listed by 50% of those responding. The next most frequently looked at item was National News being checked by 39% of the population. The least frequently selected item was the Classified Ads being selected by 12% of those responding. (See Chart XIII).

Magazines are the least popular of the communication vehicles used by this population sample in that 38 of 99

Chart XI

What Types of Television Programs Do You Watch Most Frequently?

	COUNT ROW PCT COL PCT TOT PCT	3+HOURS	1-3 HOURS	LESS THAN 1 HOUR	ROW TOTAL
8TH OR BELOW		21	7	3	31
		67.7	22.6	9.7	31.6
		38.9	19.4	37.5	
		21.4	7.1	3.1	
9TH TO 11TH		14	15	5	34
		41.2	44.1	14.7	34.7
		25.9	41.7	62.5	
		14.3	15.3	5.1	
12TH GRADE		18	10	0	28
		64.3	35.7	0.0	28.6
		33.3	27.8	0.0	
		18.4	10.2	0.0	
SOME COLLEGE		1	4	0	5
		20.0	80.0	0.0	5.1
		1.9	11.1	0.0	
		1.0	4.1	0.0	
	COLUMN TOTAL	54	36	8	98
		55.1	36.7	8.2	100.0

NUMBER OF MISSING OBSERVATIONS: 2

Chart XII

How Much Time Do You Spend Watching Television Each Day?

COUNT ROW PCT COL PCT TOT PCT	3+HOURS	1-3 HOURS	LESS THAN 1 HOUR	ROW TOTAL
8TH OR BELOW	21	7	3	31
	67.7	22.6	9.7	31.6
	38.9	19.4	37.5	
	21.4	7.1	3.1	
9TH TO 11TH	14	15	5	34
	41.2	44.1	14.7	34.7
	25.9	41.7	62.5	
	14.3	15.3	5.1	
12TH GRADE	18	10	0	28
	64.3	35.7	0.0	28.6
	33.3	27.8	0.0	
	18.4	10.2	0.0	
SOME COLLEGE	1	4	0	5
	20.0	80.0	0.0	5.1
	1.9	11.1	0.0	
	1.0	4.1	0.0	
COLUMN TOTAL	54	36	8	98
	55.1	36.7	8.2	100.0

NUMBER OF MISSING OBSERVATIONS: 2

Chart XIII

What Items in the Newspaper Do You Look At Most Frequently?

Newspaper Items	Percentage Responding
National News	39%
Local News	50%
Sports	21%
Comics	16%
Classified Ads	12%
Other	10%

individuals responding to this item indicated that they did not get any magazine on a regular basis. Magazines appear to be least popular among those in the 21-30 years of age bracket as 22 of 41 such individuals do not receive magazines. (See Chart XIV).

The most frequently utilized type of magazine is news oriented, such as Life, Look, Ebony and Jet. Thirty one per cent of those responding indicated that they received this type of magazine. "Sports-oriented" and "Flesh-oriented" magazines are being received by 9% and 6%, respectively, of the population responding. (See Chart XV).

Television proved to be the most frequently used communication vehicle by the study sample, with radio, newspapers and magazines following in frequency. These forms, taken together, provide a viable means of communicating with a target audience of adults possessing limited communication skills.

Only one person in the sample did not view television. Those who did tended to view one type of programming--either a regular series or movies. More than half of the subjects (55%) spent three or more hours daily engaged in this activity.

Radio proved to be almost as popular, as 94% listened regularly. About two-thirds also preferred one type of programming--music. Nearly half listen to the radio for three or more hours daily.

Chart XIV

Do You Get Any Magazines On a Regular Basis?

```
                  COUNT
                  ROW PCT                          ROW
                  COL PCT                          TOTAL
                  TOT PCT      YES        NO
                  ____________________________

                               13          5         18
15-20 YEARS                  72.2       27.8       18.2
                             21.3       13.2
                             13.1        5.1
                             _________________

                               19         22         41
21-30 YEARS                  46.3       53.7       41.4
                             31.1       57.9
                             19.2       22.2
                             _________________

                               13          7         20
31-40 YEARS                  65.0       35.0       20.2
                             21.3       18.4
                             13.1        7.1
                             _________________

                               16          4         20
41 AND ABOVE                 80.0       20.0       20.2
                             26.2       10.5
                             16.2        4.0
                             _________________

                  COLUMN       61         38         99
                  TOTAL      61.6       38.4      100.0

NUMBER OF MISSING OBSERVATIONS:  1
```

Chart XV

What Type of Magazines Do You Receive?

Type of Magazine	Percentage Responding
News Oriented	31%
Sports Oriented	9%
Flesh Oriented	6%
Other types	31%

The newspaper was received by 82% of the subjects. Local news was the first choice of half of these individuals. National news followed with the classified section attracting only 12% of the respondents.

About 61% of the subjects received magazines. News oriented magazines were preferred. Unfortunately, no attempt was made to probe into comic books as a part of this category. Such a probe may have altered the modal figure.

Surprisingly, attention to sports events was marginal among the subjects. Few paid attention to sports broadcasts on television or radio.

A pattern of subject response to communication vehicles emerges from these data. Television and radio broadcasting--especially regular series, movies and music programming--offer an important channel to the intended target audience. Local news sections of newspapers and news type of magazines provide a secondary contact vehicle. Broadcast of sports events are not apt to reach much of the target audience.

INFLUENCES OF SOCIAL CONTEXT

The intent of this item was to determine the social influences working upon the target population. Five questions dealing with local, national and international events were asked of the respondents. It was expected that the responses would reveal the extent to which the target population was influenced by each of the following:

1. Family
2. Friends
3. Community agencies
4. Church
5. News Media
6. Other sources

Respondents were asked "How do you find out about new job opportunities?" Of the 100 responses to this item, 90 individuals utilize only one means of securing such information. Nine use two sources while only one respondent indicated using as many as four sources. There appears to be little distinction regarding educational level, age or sex. (See Chart XVI).

The most influential force affecting the target population regarding information about new job opportunities is the news media being listed by 49% of the respondents. Friends and neighbors and Community agencies are the next most frequently listed influential groups being listed by 28% and 13%, respectively. (See Chart XVII).

When asked "How do you find about people who are campaigning for public office?", 85 of 100 individuals responded that they utilize one source as their primary means of obtaining such information. Fifteen respondents use two or more sources. There is little distinction regarding age, sex or educational level. (See Chart XVIII).

The social force most frequently utilized by the target

Chart XVI

How Many Sources Do You Use to Find Information Concerning New Job Opportunities?

	COUNT ROW PCT COL PCT TOT PCT	ONE SOURCE	TWO SOURCES	FOUR SOURCES	ROW TOTAL
MALE		62	6	1	69
		89.9	8.7	1.4	69.0
		68.9	66.7	100.0	
		62.0	6.0	1.0	
FEMALE		28	3	0	31
		90.3	9.7	0.0	31.0
		31.1	33.3	0.0	
		28.0	3.0	0.0	
	COLUMN TOTAL	90	9	1	100
		90.0	9.0	1.0	100.0

Chart XVII

What Sources Are Used Most Frequently to Gather Information Concerning New Job Opportunities?

Source of Information	Percentage Responding
Family	7%
Friends & Neighbors	28%
Community Agencies	13%
Church	12%
News Media	49%
Other Sources	2%

Chart XVIII

How Many Sources Do You Use to Find Information Concerning People Campaigning for Public Office?

	COUNT ROW PCT COL PCT TOT PCT	ONE	TWO	THREE	FIVE	ROW TOTAL
MALE		60	6	2	1	69
		87.0	8.7	2.9	1.4	69.0
		70.6	54.5	66.7	100.0	
		60.0	6.0	2.0	1.0	
FEMALE		25	5	1	0	31
		80.6	16.1	3.2	0.0	31.0
		29.4	45.5	33.3	0.0	
		25.0	5.0	1.0	0.0	
	COLUMN TOTAL	85	11	3	1	100
		85.0	11.0	3.0	1.0	100.0

population regarding the gathering of information concerning people campaigning for public office is the news media being identified by 61% of the respondents. Friends and Neighbors and Community agencies are the next most frequently consulted sources being listed by 16% and 13%, respectively. (See Chart XIX).

Ninety of one hundred respondents use only one source when obtaining information about "bargains" being offered by local stores. Ten individuals utilize two or more sources. Again there is virtually no distinction regarding age level, educational level or sex of the respondents. (See Chart XX).

The most frequently used means of obtaining information about "bargains" being offered in the local stores is the news media being identified as the major source by 63% of the respondents. Friends and neighbors and the Church are the next most frequently used being identified by 17% and 12%, respectively. (See Chart XXI).

Respondents were asked how they found out about the California earthquake or the mass murders in Yuba City, California in order to determine the influences of social context on a national level. Ninety of ninety-six individuals responding indicated that they used one primary source while six indicated using two or more sources. No reliable distinction is made concerning the influences of age, previous educational level or sex. (See Chart XXII).

The most frequently used source of information concerning

Chart XIX

What Sources Are Used Most Frequently to Gather Information Concerning People Campaigning for Public Office?

Source of Information	Percentage Responding
Family	7%
Friends & Neighbors	16%
Community Agencies	13%
Church	12%
News Media	61%
Other Sources	8%

Chart XX

How Many Sources Do You Use to Find Information Concerning "Bargains" Being Offered in Local Stores?

	COUNT ROW PCT COL PCT TOT PCT	ONE	TWO	THREE	ROW TOTAL
MALE		62 89.9 68.9 62.0	5 7.2 71.4 5.0	2 2.9 66.7 2.0	69 69.0
FEMALE		28 90.3 31.1 28.0	2 6.5 28.6 2.0	1 3.2 33.3 1.0	31 31.0
	COLUMN TOTAL	90 90.0	7 7.0	3 3.0	100 100.0

Chart XXI

What Sources Are Used Most Frequently to Gather Information Concerning "Bargains" being Offered in the Local Stores?

Source of Information	Percentage Responding
Family	3%
Friends & Neighbors	17%
Community Agencies	4%
Church	12%
News Media	63%
Other Sources	14%

Chart XXII

How Many Sources Do You Use to Find Information Concerning National Affairs?

```
           COUNT
           ROW PCT                                          ROW
           COL PCT                                          TOTAL
           TOT PCT       ONE         TWO       THREE
           ------------------------------------------

                          62           4           1          67
MALE                    92.5         6.0         1.5        69.8
                        68.9        80.0       100.0
                        64.6         4.2         1.0
                        -------------------------------

                          28           1           0          29
FEMALE                  96.6         3.4         0.0        30.2
                        31.1        20.0         0.0
                        29.2         1.0         0.0
                        -------------------------------

           COLUMN         90           5           1          96
           TOTAL        93.8         5.2         1.0       100.0
NUMBER OF MISSING OBSERVATIONS:  4
```

National Affairs is the News Media being identified by 75% of the responding population. Friends and neighbors were identified by 17%. (See Chart XXIII).

The question "How did you find out about the recent Astronauts trip to the Moon? was asked to determine the influence of social contexts regarding international concerns. Ninety seven per cent of the respondents indicated utilizing one source as their primary source of obtaining such information while three per cent used two or more sources to determine this information. No distinction is made regarding age, educational level or sex or the respondents. (See Chart XXIV).

The most frequently used source of information concerning international affairs is the news media being utilized by 86% of the respondent population. The next most influential group is the Church being indicated by 11%. (See Chart XXV).

Most subjects utilize only one source to obtain information about job opportunities and the most frequently mentioned source was the news media (49%). This observation conflicts with the data previously offered by these subjects. A re-examination of subjects response exposure to the varied communication vehicles suggests the news media, as utilized, couldn't serve the purpose mentioned here. This paradox isn't easily explained.

Subjects were asked to relate information sources used to a series of topical questions. Each of the six questions

Chart XXIII

What Sources Are Used Most Frequently to Gather Information Concerning National Affairs?

Sources of Information	Percentage Responding
Family	1%
Friends & Neighbors	17%
Community Agencies	3%
Church	7%
News Media	75%
Other Sources	1%

Chart XXIV

How Many Sources Do You Use to Find Information Concerning International Affairs?

	COUNT ROW PCT COL PCT TOT PCT	ONE	TWO	THREE	ROW TOTAL
MALE		67 97.1 69.1 67.0	1 1.4 50.0 1.0	1 1.4 100.0 1.0	69 69.0
FEMALE		30 96.8 30.9 30.0	1 3.2 50.0 1.0	0 0.0 0.0 0.0	31 31.0
	COLUMN TOTAL	97 97.0	2 2.0	1 1.0	100 100.0

Chart XXV

What Sources Are Used Most Frequently to Gather Information Concerning International Affairs?

Source of Information	Percentage Responding
Family	1%
Friends & Neighbors	3%
Community Agencies	1%
Church	11%
News Media	86%
Other Sources	2%

raised produced the same response. Only one source of information was used by the vast majority of the subjects, and it was the news media. More work is called for in order to understand the specific manifestations of these responses.

AWARENESS OF ADULT BASIC EDUCATION COMMERCIALS

The intent of this item was to ascertain the degree of awareness of the target population to the Adult Basic Education Recruitment Package. A series of questions were asked of the respondents to determine if those who were in need of ABE services or who knew of others who were in need of ABE services were aware of places offering instruction in reading and math. Three key questions were asked to determine if the population had seen the television commercials, heard the radio spot and/or had seen the printed piece.

The respondents were asked if they had friends who wished to read better or do math better. Seventy seven of 99 individuals responded that they did have friends in this situation. Of the 77 who responded in the affirmative, 68 indicated that they thought their friends might go to only one source to learn more about reading and math while nine indicated that they could go to two sources to obtain this information. (See Chart XXVI).

Forty nine per cent of the respondent population indicated that they would go to the Springfield Adult Basic Education Center as their first choice to learn more about reading and math. Twenty three per cent would go to schools

Chart XXVI

To How Many Places Could You or Your Friends go to Learn More About Reading and Math?

	COUNT ROW PCT COL PCT TOT PCT	ONE	TWO	ROW TOTAL
8TH OR BELOW		24	2	26
		92.3	7.7	33.8
		35.3	22.2	
		31.2	2.6	
9TH TO 11TH		25	2	27
		92.6	7.4	35.1
		36.8	22.2	
		32.5	2.6	
12TH GRADE		16	5	21
		76.2	23.8	27.3
		23.5	55.6	
		20.8	6.5	
SOME COLLEGE		3	0	3
		100.0	0.0	3.9
		4.4	0.0	
		3.9	0.0	
	COLUMN TOTAL	68	9	77
		88.3	11.7	100.0

in the Community. Seventeen per cent indicated that they would go to other local government sponsored agencies to learn more about reading and math. (See Chart XXVII).

The question was asked "Have you or any of your friends recently started to study reading and math?" Seventy seven respondents indicated that they had while 23 indicated that they had not. When asked where they were enrolled, 31% indicated that they were enrolled in the Springfield Adult Basic Education program while 27% indicated that they were in classes in other local government sponsored agencies, mainly CEP. (See Chart XXVIII).

When asked how they found out about the opportunity to learn more about reading and math, the most frequently mentioned method of determining such information was through friends and neighbors as 35% indicated this as their preference. Community agencies were the next most frequently mentioned being listed by 26%. (See Chart XXIX).

During the period of the experiment, respondents were asked if they had seen the commercials for the Springfield Adult Basic Education Center (OWL) on television, had heard the commercials on radio and/or had seen the printed piece that had been widely circulated. Fifty four per cent of the population had seen the commercials on T.V., 46% heard the commercials on radio, and 27% saw the printed piece. (See Charts XXX, XXXI, and XXXII).

A substantial majority of the subjects (78%) knew of

Chart XXVII

Where Could You Go to Learn More About Reading and Math?

Place	Percentage Responding
Springfield Adult Basic Education Center	43%
Local Government Sponsored Agencies	17%
Schools in Community	23%
Churches in Community	2%
Other Places	4%

Chart XXVIII

Where Do You Attend Classes Offering Instruction in Reading and Math?

Place	Percentage Responding
Springfield Adult Basic Education Center	31%
Local Government Sponsored Agencies	17%
Schools in Community	27%
Churches in Community	6%
Other Places	24%

Chart XXIX

How Did You Learn of Your Recent Opportunity to Study Reading and Math?

Source of Information	Percentage Responding
Family	5%
Friends & Neighbors	35%
Community Agencies	26%
Church	13%
News Media	13%
Other Sources	8%

Chart XXX

Have You Seen the Commercials for The Springfield Adult Basic Education Center (The OWL) on Television?

	COUNT ROW PCT COL PCT TOT PCT	YES	NO	ROW TOTAL
MALE		38 55.1 70.4 38.0	31 44.9 67.4 31.0	69 69.0
FEMALE		16 51.6 29.6 16.0	15 48.4 32.6 15.0	31 31.0
	COLUMN TOTAL	54 54.0	46 46.0	100 100.0

Chart XXXI

Have You Heard the Commercials for the Springfield Adult Basic Education Center (The OWL) on Radio?

	COUNT ROW PCT COL PCT TOT PCT	YES	NO	ROW TOTAL
MALE		33 47.8 71.7 33.0	36 52.2 66.7 36.0	69 69.0
FEMALE		13 41.9 28.3 13.0	18 58.1 33.3 18.0	31 31.0
	COLUMN TOTAL	46 46.0	54 54.0	100 100.0

Chart XXXII

Have You Seen the Printed Piece (flyer) for the Springfield Adult Basic Education Center (The OWL)?

	COUNT ROW PCT COL PCT TOT PCT	YES	NO	ROW TOTAL
MALE		17 24.6 63.0 17.0	52 75.4 71.2 52.0	69 69.0
FEMALE		10 32.3 37.0 10.0	21 67.7 28.8 21.0	31 31.0
	COLUMN TOTAL	27 27.0	73 73.0	100 100.0

other people who could profit from further studies skills. When asked where these people might seek help, most (88%) offered one such source. The Springfield Adult Basic Education Center was the first choice of 43% of the sample; the second choice--schools in the Community--accounted for 23% of the subjects' preferences.

When asked whether the people did seek help, approximately 78% responded affirmatively. The Springfield Adult Basic Education Center enrolled 36%, whereas other local agencies such as CEP accounted for 27% of the students. People engaged in basic study skills indicated that friends and neighbors were their initial information source (35%), with various community agency personnel second in importance (26%).

Many subjects had been exposed to the special materials prepared by the research team for recruiting students in behalf of the Springfield Adult Basic Education Center. More than half (54%) viewed the television commercials, nearly half (46%) heard the radio spots, while more than one quarter (27%) had seen the printed flyer.

Perhaps the most surprising aspect of the data is the degree to which the experimental materials are reaching intended target audiences, the degree to which such individuals are aware of the Springfield Adult Basic Education Center and the degree to which such subjects take advantage of the instructional opportunities offered by the Center.

PRIOR ACTION TAKEN

The intent of this item was to determine what action the population had taken to study reading or math during the past year. Those respondents in Adult Education classes at the time of the interview were told that their responses were to reflect action taken prior to their current enrollment. It was hoped that this item would reveal the degree to which the population was motivated toward self improvement.

Respondents were asked "Have you or any of your friends studied reading or math during the past year?" Sixty two of ninety eight responded "yes" while 36 responded "no." Within the age bracket of 21-30 years 18 of 41 (43.9%) indicated that they had not attended any such classes during the past year. (See Chart XXXIII)

The population tends to frequent one source of learning at a time as 62 of 64 individuals reported utilizing only one source when asked where they studied. The Springfield Adult Basic Education Center appears to be the most frequently attended source as 24% indicated this source as their previous place of learning. Other local government sponsored agencies were next in frequency being selected by 18% of these responding. (See Chart XXXIV).

The question was asked how they found out about the opportunity. Twenty six per cent indicated that they found out about it through friends and neighbors while 18% indicated hearing of it through Community agencies. (See Chart XXXV).

Chart XXXIII

Have You Studied Reading or Math During the Past Year?

	COUNT ROW PCT COL PCT TOT PCT	YES	NO	ROW TOTAL
15-20 YEARS		14 77.8 22.6 14.3	4 22.2 11.1 4.1	18 18.4
21-30 YEARS		23 56.1 37.1 23.5	18 43.9 50.0 18.4	41 41.8
31-40 YEARS		15 78.9 24.2 15.3	4 21.1 11.1 4.1	19 19.4
41 AND ABOVE		10 50.0 16.1 10.2	10 50.0 27.8 10.2	20 20.4
	COLUMN TOTAL	62 63.3	36 36.7	98 100.0

Chart XXXIV

Where Have You Studied Reading or Math During the Past Year?

Place	Percentage Responding
Springfield Adult Basic Education Center	24%
Local Government Sponsored Agencies	18%
Schools in Community	9%
Churches in Community	5%
Other Places	11%

Chart XXXV

How Did You Find Out About Your Previous Learning Experience?

Source of Information	Percentage Responding
Family	6%
Friends & Neighbors	26%
Community Agencies	18%
Church	9%
News Media	8%
Other Sources	3%

Those people indicating that they had studied reading or math during the past year were asked to indicate how long they attended the previous learning experience. Of the 65 responding to this item, 44 (67.7%) indicated that this experience was more than six weeks, while 21 (32.2%) were in attendance for two weeks or less. No distinction can be made based on sex, educational level or age. (See Chart XXXVI).

The final question in this section dealt with the respondents evaluation of his previous learning experience. They were asked, "What did you get out of the lessons?" Of the 65 indicating that they had studied reading or math during the past year, 54 (83.1%) felt it had been a meaningful experience in that they reported their ability to read and/or to do math as "much improved." The remainder (16.9%) reported their ability to read and/or to do math "some what" or "very little" improved. (See Chart XXXVII).

Approximately two-thirds of the sample had engaged in basic study skills prior to the current period of interest. Nearly all of the subjects became aware of the study opportunity from only one source of information. Friends and neighbors were the most frequently cited source (25%), with Community agency personnel in second place (18%). The Church accounted for 9% with the news media and family being indicated by 8% and 6%, respectively.

The training program most frequently mentioned was the Springfield Adult Basic Education Center (24%); other local

Chart XXXVI

How Long Did the Previous Period of Study Last?

	COUNT ROW PCT COL PCT TOT PCT	LESS THAN ONE WEEK	ONE TO SIX WEEKS	MORE THAN SIX WEEKS	ROW TOTAL
MALE		3	11	30	44
		6.8	25.0	68.2	67.7
		50.0	73.3	68.2	
		4.6	16.9	46.2	
FEMALE		3	4	14	21
		14.3	19.0	66.7	32.3
		50.0	26.7	31.8	
		4.6	6.2	21.5	
	COLUMN TOTAL	6	15	44	65
		9.2	23.1	67.7	100.0

Chart XXXVII

How Much Has Your Ability to Read and/or To Do Math Improved as a Result of Your Previous Learning Experience?

	COUNT ROW PCT COL PCT TOT PCT	CONSIDERABLY	SOME	LITTLE OR NONE	ROW TOTAL
MALE		37 84.1 68.5 56.9	7 15.9 77.8 10.8	0 0.0 0.0 0.0	44 67.7
FEMALE		17 81.0 31.5 26.2	2 9.5 22.2 3.1	2 9.5 100.0 3.1	21 32.3
	COLUMN TOTAL	54 83.1	9 13.8	2 3.1	65 100.0

government agencies accounted for 18% of the response. Most of the subjects (68%) spent more than six weeks engaged in study activities. Most (83%) considered the experience to be meaningful.

When the above synopsis is compared with the synopsis compiled in relation to subjects' current skills study experiences, much compatibility is apparent. When variance exists, it favors more subject involvement in study skills, especially at the Springfield Adult Basic Education Center. Given some additional time, the influence of the commercial exposure should be reflected in a survey such as the above. It is not unreasonable to believe the commercials could vie with "friends and neighbors" as an important source of information about ABE opportunities within the Springfield area.

ATTITUDES TOWARD ADULT BASIC EDUCATION SKILLS

The final item of the questionnaire was concerned with the individuals attitude toward the need for Adult Basic Education. It was hoped that this item would identify that a desire for skills usually associated with ABE programs does exist. In addition, this item constructed to identify reasons why residents of the target population would like these skills.

All 100 respondents were asked "Would you or your friends like to read or do math better?" Ninety one responded "yes," seven responded "no" while two chose not to answer. As such, a large number indicated a desire to improve their educational skills. No distinction is made regarding age difference, educational level, or sex of the respondents. (See Chart XXXVIII).

The last question on the inventory asked "Why would you/they like to read or do math better?" The question was "open ended" in that respondents were allowed to give their own reasons rather than having to select one of a series of previously determined responses. Forty nine of ninety two (53.3%) individuals responding indicated that "to get a better job" was their prime motivating force for attending ABE classes. Eighteen (19.6%) indicated that "to improve reading and/or math" was their main reason for attending. (See Chart XXXIX).

The sample was most interested in improving its basic skills as was indicated by 93% of those responding. Slightly more than half (53%) were motivated by the hope that they might get a better job. This is one example of subject interest that can be meaningfully utilized as basic skills programs evolve into more general occupationally-oriented undertakings.

INFORMATION CONCERNING REGISTRANTS AT THE SPRINGFIELD ADULT BASIC EDUCATION CENTER

During the 8 week period of the experiment (April 19, 1971 through June 6, 1971) 86 adults enrolled in the Springfield Adult Basic Education. When asked how they initially heard of the Center and its program, 14 indicated having

Chart XXXVIII

Would You or Your Friends Like to Read or Do Math Better?

	COUNT ROW PCT COL PCT TOT PCT	YES	NO	ROW TOTAL
8TH OR BELOW		29	2	31
		93.5	6.5	31.6
		31.9	28.6	
		29.6	2.0	
9TH TO 11TH		33	1	34
		97.1	2.9	34.7
		36.3	14.3	
		33.7	1.0	
12TH GRADE		25	3	28
		89.3	10.7	28.6
		27.5	42.9	
		25.5	3.1	
SOME COLLEGE		4	1	5
		80.0	20.0	5.1
		4.4	14.3	
		4.1	1.0	
	COLUMN TOTAL	91	7	98
		92.9	7.1	100.0

NUMBER OF MISSING OBSERVATIONS: 2

Chart XXXIX

Why Would You Like to Read and/or Do Math Better?

COUNT ROW PCT COL PCT TOT PCT	TO GET A BETTER JOB	TO GET TO COLLEGE	IMPROVE MATH & READING	TO GET A DIPLOMA	PERSONAL SATIS-FACTION	TO GET A GENERAL EDUCATION	COMPANY POLICY	HELP MY CHILDREN
MALE	34 54.0 69.4 37.0	1 1.6 50.0 1.1	12 19.0 66.7 13.0	5 7.9 71.4 5.4	3 4.8 60.0 3.3	4 6.3 57.1 4.3	3 4.8 100.0 3.3	1 1.6 100.0 1.1
FEMALE	15 51.7 30.6 16.3	1 3.4 50.0 1.1	6 20.7 33.3 6.5	2 6.9 28.6 2.2	2 6.9 40.0 2.2	3 10.3 42.9 3.3	0 0.0 0.0 0.0	0 0.0 0.0 0.0
COLUMN TOTAL	49 53.3	2 2.2	18 19.6	7 7.6	5 5.4	7 7.6	3 3.3	1 1.1

NUMBER OF MISSING OBSERVATIONS: 8

seen the television commercials while 3 had heard the radio commercials. Thus, 17 of 86 (19.8%) can directly attribute the registration to the influence of the television and radio commercials.

Seventeen additional individuals stated hearing of the program through friends, neighbors, family or through other "word of mouth" sources. Four individuals indicated that their initial contact with the Center was due to their "passing by" the OWL. Of the remaining 48 registrants, 21 were referred by their employers or the Neighborhood Youth Corps while 27 credited their initial contact with the Center to the influence of one of two feature newspaper articles appearing in the local newspapers. It was not clear whether these individuals read the articles or were told of the existence of the articles by a friend, neighbor or family member.

It is impossible to determine the indirect influence of the recruitment package on these registrants. The source of information regarding the Springfield Adult Basic Education Center for all individuals not directly attributing their enrollment to television, radio or the printed piece could easily have been the package. As two feature articles appeared in the local newspaper shortly before the experimental period, there exists no valid method of ascertaining the source of information for those not directly attributing their enrollment to the recruitment package.

During the period of the experiment, Mrs. Elaine Paterno, the ABE teacher featured in the television commercials, reported receiving about 3-5 calls per day inquiring about the Center and its Adult Basic Education program. These inquiries were frequently to learn more about the facilities or to ask questions about the resolution of certain personal learning problems.

Since the articles appeared in the local newspapers, no further written publicity concerning the Springfield Adult Basic Education program has appeared. The only medium used to inform the public of the existence of the Center has been the continued use of the television and radio commercials. As mentioned in Chapter III, several television and radio stations agreed to air the material through the Summer. In a conversation of August 11, 1971, Mr. Robert Heon, another teacher in the Center, reported that the influence of the commercials has markedly increased as witnessed by an increasing percentage of registrants indicating the commercials of their source of information regarding the Center. He further indicated that a pattern seems to be developing. More and more frequently, phone calls are received almost immediately following the airing of the commercials. This might be an example of the penetration power of the media in that the more frequently the message is seen or heard, the more likely it is that the prospective student will respond.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The overarching hypothesis of this study is that a localized, predominantly visual-aural recruitment package utilizing television, radio and printed graphics as the major means of recruiting potential students for Adult Basic Education classes will be effective. In essence, the study is an attempt to utilize the media to inform an undereducated public of the existence of Adult Basic Education programs and to elicit their response as measured by enrollment in the Springfield ABE Center.

The idea of using the media as an informational devise is not new. Advertising agencies have, for years, attempted to "sell" ideas or to create images through the use of the media. Billions of dollars are spent annually to sell an infinite variety of goods and services to the American public. In The Hidden Persuaders, Vance Packard reported, "In 1955, $9,000,000,000.00 was poured into United States advertising, up a billion from 1954 and up three billion from 1950. For each man, woman and child in America in 1955 roughly $53.00 was spent to persuade him or her to buy products of industry."21

It is a known fact that advertising is effective. As mentioned in Chapter III, Mr. Reginald Damerell, former Creative Supervisor for the New York based advertising agency of Ted Bates & Company, and currently a member of the faculty of the School of Education, University of Massachusetts, was consulted regarding the actualization of the assumption that a professionally prepared recruitment package would be effective as a means of recruiting functionally illiterate adults to Adult Basic Education programs. At that time, Mr. Damerell stated to this writer that there was no question that given all the proper and appropriate circumstances, the media would be an effective means of recruiting such adults.[22]

It has been shown within this report that television and radio are the most frequently used communication vehicles of the population in need of ABE services. While magazines and newspapers are received by the respondents, it is reasonable to assume that a functionally illiterate adult will respond better and with a greater degree of understanding to a message that is communicated visually or aurally rather than one that requires him to read. While it has not been completely explained, it has been shown that the news media, which includes television and radio, are the most frequently mentioned source of information regarding topical questions utilized by the target population.

More than half of the population saw the television commercials or heard the announcements on radio. It needs to be emphasized again that the commercials were aired at the discretion of the various program managers of the television and radio stations concerned. As such, they were not aired during "prime time" or that time when the majority of the population would be expected to be watching. Even with this limitation, a large number of the target population were aware of the commercials.

The report has shown that the respondents interviewed appear to manifest a desire to improve their educational plight and cite friends and neighbors as their most frequent source of information regarding such educational opportunities. Therefore every effort must be made to inform the population, both from within and without the target area, of the existence of agencies designed to assist in the alleviation or improvement of this situation. The media provides just such a source.

It has been demonstrated that during the period of the experiment, 19.8% of the enrollment in the Springfield Adult Basic Education Center could be directly attributable to the recruitment package. While there is no accurate way of determining the exact number of enrollees who were influenced indirectly by the commercials, it is not unreasonable to assume that many additional enrollees were told of the existence of the Center by someone who had heard or seen the materials designed to recruit potential students to the program.

It is the contention of this writer that, based upon the material presented in this report, a predominantly visual-aural recruitment package utilizing television, radio and printed graphics as the major means of recruitment is effective in attracting and recruiting prospective students for Adult Basic Education programs, as demonstrated by the fact that 19.8% of the individuals enrolling in the Springfield Adult Basic Education Center attributed their enrollment directly to the influence of the recruitment material. The Second Annual Report of the Adult Armchair Education Project reports that 8% of their students first heard of their program via the mass media.[23]

As other material concerning the effectiveness of the media as a recruitment device is virtually non-existent, standards are difficult to establish. Using the 8% figure reported by the Adult Armchair Education program as one available source, the recruitment material developed for this study has demonstrated its effectiveness by increasing the direct influence of the media as a recruitment device by more than 100%.

No valid conclusions can be drawn regarding the effectiveness of the recruitment package for either men or women. Neither can valid conclusions be drawn concerning the effectiveness of the recruitment package in recruiting functionally illiterate adults of various ages. The reason for this is due to the relatively small sample drawn during the time of the experiment and directly attributing their enrollment to the influence of the package.

The use of the media as an effective means of attracting potential Adult Basic Education students has been demonstrated earlier in this Chapter. The use of the media in attracting potential students to local ABE programs has residual effects that should be discussed.

The Springfield Adult Basic Education Center reported receiving telephone calls from as far south as Hartford, a distance of about 25 miles, and as far north as Greenfield, some forty miles away. These callers were directed to their local School Committeeto check for the existence of ABE programs in their own localities. In many instances, the caller was not aware that a program existed in his area. In some cases, the caller was aware of the local programs' existence, but, for a variety of reasons, preferred to enroll in the Springfield program.

The residual effects of the television and/or radio commercials in the situations served a variety of needs directly and indirectly related to the expressed purpose of the localized recruitment effort. The value of the residual effects of the recruitment package was impossible to determine within the scope of this study but is suggested as an area of concern for future research.

It is very possible that seeing a professionally prepared recruitment package portraying actual students learning in an informal yet dignified manner, may have assisted in the development of a positive image toward the Springfield Adult Basic Education Center. As reported in An Evaluation of Adult Basic Education Programs in Massachusetts, the stigma of attending ABE classes is very real.[24] The effect of the commercials toward the development of a positive image of Adult Basic Education classes should be explored in a systematic manner.

Word-of-mouth is known to be a very effective means of advertising a product. It is not always easy to generate such advertising. This report has demonstrated that approximately half of the sample population saw or heard the commercials during the period of the experiment. It has been further explained that the continued airing of the television and radio commercials beyond the period of the experiment has resulted in an increase in the percentage of registrants attributing their enrollment directly to the influence of the recruitment package. The residual effect of the television and radio commercials as a means of generating mouth to mouth advertising and its relationship to recruitment is another area suggested for further study.

To make this report more meaningful, the following recommendations are offered:

It is recommended that urban areas, served by local television and radio stations, explore the possibilities of developing their own localized recruitment package utilizing the media serving the area.

It is recommended that the recruitment package developed for the Springfield Adult Basic Education Center be used as a model for such localized recruitment efforts.

If recruitment is of concern to Adult Basic Education programs in rural areas, it is recommended that the work being done by the Appalachian Adult Basic Education Demonstration Center be explored.

It is recommended that the feasibility of combining the recruitment package with the efforts of paid recruiters be explored. The work being done concerning paid recruiters by the Adult Armchair Education Project should be consulted.

If a choice exists between using a paid recruiter or developing a localized recruitment package, it is recommended that the development of the recruitment package be chosen. It costs approximately the same amount to pay a recruiter on a full time basis as it does to develop the recruitment package previously described in this report. If the recruitment materials are timeless in terms of seasons and fashions, they may be used year after year, thereby reducing initial costs.

It is recommended that the recruitment package be of high quality as it is felt that the target population, consciously or unconsciously, relate to the images created by the media. This being the situation, the images that are created regarding an Adult Basic Education Center, should be positive and should be created utilizing the highest possible professional standards.

Where cost is a pressing consideration, it is recommended that the possibility of utilizing a slide-tape television commercial as opposed to one on film be explored.

As the media reaches many individuals, it is recommended that the message be direct, clearly understood and never degrading in any way to any segment of the population.

It is recommended that as frequently as possible, local Adult Basic Education programs provide a means for graduates to continue with their education.

It is recommended that professionally prepared, localized television and radio commercials be aired throughout the year, with more frequent airings during the times of the year most frequently associated with increased anticipated enrollments, such as September and January. This allows time for the message of the commercials to be absorbed and internalized.

The most successful recruitment program will only be as successful as the quality of the local program it is designed to serve. It is recommended that every Adult Basic Education program make every effort to provide the public with high quality programs.

APPENDIX

Exhibit "A"

SCRIPT FOR RECRUITMENT FILM FOR THE SPRINGFIELD ADULT BASIC EDUCATION CENTER

60 Second Version:	Elaine: (V.O.) Blindfolded because you can't read the way you'd like to? We'll help take off your blindfold. (D.V.) Hi, I'm Elaine - one of the teachers at the Springfield Adult Basic Education Center . . . (V.O.) . . . located on State Street, near the corner of Oak, at 555 State Street. Sign up here . . .
CLASS ROOM SCENE	. . . for free day or evening classes. You learn at . . .
STUDENT USING READING MACHINE	. . . your own speed in new ways. It's a proven fact that most adults learn 4 times faster than children. And like these people, you can finish your high school

Exhibit "A" (con't.)

education.

SPANISH MALE STUDENT: (D.V.)

Se aprende mucho en las
classes de education para
adultos en Springfield.
Y son gratis.*

ELAINE: (V.O.)

Sign up for free Adult
Basic Education Classes
at 555 State Street. Or
telephone 732-4698 for
further information.
Let us help you take
off your blindfold.

*You learn a lot in the Adult
Education classes in Springfield.
And they are free.

30 SECOND VERSION: ELAINE: (V.O.)

Blindfolded because you can't
read the way you'd like to?
We'll help take off your
blindofld.
(D.V.)

Exhibit "A" (con't.)

Hi, I'm Elaine - one of the
teachers at the Springfield
Adult Basic Education Center . . .
(V.O.)
. . . located on State Street,
near the corner of Oak,
at 555 State Street.
Sign up here . . .
for free day or evening
classes. You learn at
your own speed in new ways.
Sign up at 555 State Street.

Exhibit "B"

60 SECOND RADIO COMMERCIAL FOR THE SPRINGFIELD ADULT BASIC EDUCATION CENTER

ANNOUNCER: At the sign of the owl . . .

SFX: WHOOOO! WHOOOO!

ANNOUNCER: at the Springfield Adult Basic Education Center where adults learn four times faster than children. That's right. Many adults attending free day and evening classes are learning four times faster at the Springfield Adult Basic Education Center than they did when they attended school as children. They are learning at their own speed on new ways, using new equipment with help of friendly, understanding teachers. If you would like to learn to read and write better, do math better, or complete the requirements for a high school education, sign up for free day or evening classes. Come to the Springfield Adult Basic Education Center at the sign of the owl.

SFX: WHOOOO! WHOOOO!

ANNOUNCER: located at 555 State Street near the corner of Oak. 555 State Street at the sign of the owl.

SFX: WHOOOO! WHOOOO!

Have You Seen This On TV?

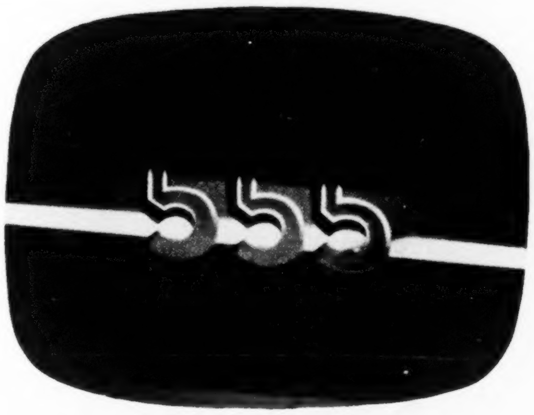
Exhibit "C"

Blindfolded because you can't read the way you'd like to? We'll help . . .

. . . take off your blindfold.

Hi, I'm Elaine—one of the teachers at the Springfield Adult Basic Education Center . . .

. . . located on State Street near the corner of Oak . . .



. . . at 555 State Street.

Sign up here for free day or evening classes.

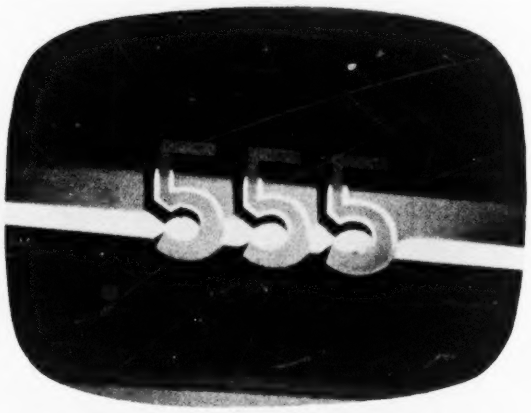
You learn at your own speed in new ways. It's a proven fact that . . .

most adults learn 4 times faster than children.

And like these people, you can finish your high school education.

Se aprende mucho en las classes de educacion para adultos en Springfield. Y son gratis.

Sign up for free adult Basic Education Classes . . .



at 555 State Street. Or telephone 732-4698 for further information.

Exhibit "D"

SPRINGFIELD ADULT BASIC EDUCATION CENTER
QUESTIONNAIRE FORM

DATA DESIRED		ITEMS
A. Awareness and extent of use of communication vehicles.	A.1	Do you listen to the radio? What do you listen to most often? About how much time each day is spent listening to the radio?
	A.2	Do you view television? What do you watch most often? About how much time each day is spent watching television?
	A.3	Do you get a daily newspaper? What do you look at most often?
	A.4	Do you get any magazines? Which ones?
	A.5	Do you get any other publications? Which ones?
B. Influences of Social Context	B.1	How do you find out about new job opportunities?
	B.2	How do you find out about people who are campaigning for public office?
	B.3	How do you find out about "bargains" being offered by local stores?
	B.4	How did you find out about the California earthquake?
	B.5	How did you find out about the recent Astronauts trip to the Moon?
C. Awareness of ABE Commercials	C.1	Do you have friends who wish to read better or do math better?
	C.2	Where do you think they might go to learn more about reading and math?
	C.3	How might you and your friends find out about

Exhibit "D" (Con't.)

DATA DESIRED	ITEMS
	places offering instruction in reading and math?
	C.4 Have you or any of your friends recently started to study reading and math? Where? How did you/they find out about the opportunity?
	C.5 Have you seen the commercials for the Springfield Adult Basic Education Center (OWL) on Television?
	C.6 Have you heard the commercials for the Springfield Adult Basic Education Center (OWL) on Radio?
	C.7 Have you seen the printed piece (flyer) for the Springfield Adult Basic Education Center (OWL)?
D. Prior Action Taken	D.1 Have you or your friends studied reading or math during the past year? Where?
	D.2 How did you/they find out about the opportunity?
	D.3 How long did the period of study last?
	D.4 What do you/they get out of the lessons?
E. Attitudes Toward ABE Skills	E.1 Would you or your friends like to read and do math better?
	E.2 Why would you/they like to read and do math better?

Exhibit "D" (Con't.)

DEMOGRAPHIC INFORMATION

1. Sex
2. Age
3. Level of Formal Schooling
4. Current Employment
5. Prior Employment

Exhibit "E"

SPRINGFIELD ADULT BASIC EDUCATION ANSWER FORM

A.1 Yes (continue) No (go to A.2)

A.1 a. Music
b. News
c. Sports events
d. Other

A.1 a. Considerable (more than 3 hours)
b. Some (one to three hours)
c. Little or none (less than one hour)

A.2 Yes (continue) No (go to A.3)

A.2 a. Movies
b. Regular series
c. Sports events
d. News
e. Other

A.2 a. Considerable (more than 3 hours)
b. Some (one to three hours)
c. Little or none (less than one hour)

A.3 Yes (continue) No (go to A.4)

A.3 a. National news
b. Local news
c. Sports
d. Comics
e. Classifieds
f. Other

A.4 Yes (continue) No (go to A.5)

A.4 a. News oriented
b. Sports oriented
c. Flesh oriented
d. Other

A.5 Yes (continue) No (go to B.1)

A.5 Explain - open item

B.1 a. Family
b. Friends and neighbors

Exhibit "E" (Con't.)

- c. Community agencies
- d. Church
- e. News media
- f. Other

B.2
- a. Family
- b. Friends and neighbors
- c. Community agencies
- d. Church
- e. News media
- f. Other

B.3
- a. Family
- b. Friends and neighbors
- c. Community agencies
- d. Church
- e. News media
- f. Other

B.4
- a. Family
- b. Friends and neighbors
- c. Community agencies
- d. Church
- e. News media
- f. Other

B.5
- a. Family
- b. Friends and neighbors
- c. Community agencies
- d. Church
- e. News media
- f. Other

C.1 Yes (continue) No (go to C.3)

C.2
- a. Springfield Adult Basic Education Center
- b. Other local government sponsored agencies
- c. Schools in community
- d. Churches in community
- e. Other

C.3
- a. Springfield Adult Basic Education Center
- b. Other local government sponsored agencies
- c. Schools in community
- d. Churches in community
- e. Other

C.4 Yes (continue) No (go to C.5)

C.4 a. Springfield Adult Basic Education Center

Exhibit "E" (Con't.)

- b. Other local government sponsored agencies
- c. Schools in community
- d. Churches in community
- e. Other

C.4
- a. Family
- b. Friends and neighbors
- c. Community agencies
- d. Church
- e. News media
- f. Other

C.5 Yes (continue) No (go to C.6)

C.6 Yes (continue) No (go to C.7)

C.7 Yes (continue) No (go to D.1)

D.1 Yes (continue) No (go to E.1)

D.1
- a. Springfield Adult Basic Education Center
- b. Other local government sponsored agencies
- c. Schools in community
- d. Churches in community
- e. Other

D.2
- a. Family
- b. Friends and neighbors
- c. Community agencies
- d. Church
- e. News media
- f. Other

D.3
- a. Less than one week
- b. One to six weeks
- c. More than six weeks

D.4
- a. Better able to read and to do math
- b. Some ability to read and to do math
- c. Very little ability to read and to do math

E.1 Yes (continue) No (go to demographic section)

E.2 Explain - open item

Exhibit "E" (Con't.)

DEMOGRAPHIC SECTION

SEX_______________

AGE_______________

LEVEL OF FORMAL SCHOOLING_____________________

CURRENT EMPLOYMENT___________________________

PRIOR EMPLOYMENT_____________________________

FOOTNOTES

[1] *An Evaluation of Adult Basic Education Programs in Massachusetts* (Massachusetts: University of Massachusetts, 1970), p. 86.

[2] Ronald W. Howard, "Improving Adult Basic Education Recruitment Results," *Ohio Seminar for Administrators of Adult Basic Education* (Ohio: Department of Education, 1970), p. 18.

[3] U.S., Congress, *The Economic Opportunity Act of 1964*, Section 212, Title 11B, Part B.

[4] William F. Braziel, "Perspectives in Reading," *Strategies for Adult Basic Education*, ed. Joseph A. Mangana (Newark: International Reading Association, 1969), pp. 9-10.

[5] Robert Havighurst, *Human Development and Education* (New York: Longmans, Green & Co., 1961), p. 5.

[6] John Holt, *How Children Fail* (New York: Pitman Publishing Corporation, 1964), Part III.

[7] Charles E. Silberman, *Crisis in the Classroom* (New York: Random House, 1970), pp. 119-120.

[8] Dale G. Anderson, "Learning and the Modification of Attitudes in pre-Retirement Education," *Adult Leadership*, Vol. 17 (March, 1969), pp. 381-382, 396.

[9] Paul Bergevin, *A Philosophy for Adult Education* (New York: The Seabury Press, 1967), pp. 135-138.

[10] Malcolm S. Knowles, *Informal Adult Education* (New York: Association Press, 1959), p. 12.

[11] *Ibid*., p. 17.

[12] Irving Lorge "Psychology of Adults," *Adult Education Theory and Methods* (Washington, D.C.: Adult Education Association of the U.S.A., 1963), p. 4.

[13] Thelma P. Orr and Pearline Yeatts, *Adult Basic Education Recruitment Research Program*, A report to the Appalachian Adult Basic Education Demonstration Center Morehead State University (Kentucky, 1970), p. iii.

[14] *Adult Basic Education Pilot Project* (Austin: Texas Education Agency, 1969), p. 7.

[15] Putting the Hard-Core Unemployed Into Jobs, Report of the Business-Civic Leadership Conference on Employment Problems (Chicago: 1967), pp. 7-9.

[16] Jessie Sibilsky, Curriculum Guide for Adult Basic Education (Michigan: Ypsilanti Public Schools, 1969), pp. 3-4.

[17] Interview with Mr. Ronald Howard, Program Manager, Opportunities Industrialization Center, May 18, 1971.

[18] Interview with Samuel D. Mc.Clelland, Project Director, May 11, 1971.

[19] Interview with Mr. Lamar Marchese, Project Director, October 27, 1970.

[20] An Evaluation of Adult Basic Education Programs in Massachusetts (Massachusetts: University of Massachusetts, 1970) p. 94.

[21] Vance Packard, The Hidden Persuaders (New York: David McKay Company, Inc., 1957), p. 21.

[22] Interview with Reginald Damerell, Lecturer, University of Massachusetts, October 23, 1970.

[23] Adult Armchair Education Project - Second Annual Report (Washington, D.C.: U.S. Office of Education, Division of Adult Education Programs, 1970), p. 6.

[24] An Evaluation of Adult Basic Education Programs in Massachusetts (Massachusetts: University of Massachusetts, 1970), p. 16.

BIBLIOGRAPHY

BOOKS

A Guide for Administrators. Edited by John H. Thatcher. Washington, D.C.: National Association of Public School Educators, 1956.

Administration of Continuing Education. Edited by Nathan C. Shaw. Washington, D.C.: National Association for Public School Adult Education, 1969.

Adult Education. Edited by Gale Jensen, et al. U.S.A.: Adult Education Association, 1964.

Alford, Harold J. Continuing Education in Action. New York: John Wiley and Sons, Inc., 1968.

Axford, Roger W. Adult Education: The Open Door. Scranton: International Textbook Company, 1969.

Basic Education for the Disadvantaged Adult: Theory and Practice. Edited by Frank W. Larnay and Wesley A. Many. Boston: Houghton Mifflin Co., 1966.

Bergevin, Paul, et al. Adult Education Procedures. New York: The Seabury Press, 1963.

Bergevin, Paul. A. A Philosophy for Adult Education. New York: The Seabury Press, 1965.

Brunner, Edmund de S., et al. An Overview of Adult Education Research. Chicago: Adult Education of the U.S.A., 1959.

Choukas, Michael. Propaganda Comes of Age. Washington, D.C.: Public Affairs Press, 1965.

Ellul, Jacques. Propaganda. New York: Alfred A. Knopf, 1965.

Essert, Paul L. Creative Leadership of Adult Education. New York: Prentice-Hall, Inc., 1951.

Handbook of Adult Education. Edited by Robert M. Smith, et al. New York: The MacMillan Co., 1970.

Handbook of Adult Education in the United States. Edited by Malcolm S. Knowles. U.S.A.: Adult Education Association of the U.S.A., 1960.

Havighurst, Robert J. Human Development and Education. New York: Longmans, Green and Co., 1961.

Holt, John. How Children Fail. New York: Pitman Publishing Corporation, 1964.

Jeffries, Sir Charles. Illiteracy: A World Problem. London: Pall Mall Press, 1967.

Kollen, Horace M. Philosophical Issues in Adult Education. Springfield: Charles C. Thomas, 1962.

Kempfer, Homer. Adult Education. New York: McGraw-Hill Book Co. Inc., 1955.

Knowles, Malcolm S. Informal Adult Education. New York: Association Press, 1950.

------. The Adult Education Movement in the United States. New York: Holt, Rinehart & Winston, Inc., 1962.

Packard, Vance. The Hidden Persuaders. New York: David McKay Company, Inc., 1957.

Sheats, Paul H., et al. Adult Education. New York: The Dryden Press, 1953.

Sibilsky, Jessie. Curriculum Guide for Adult Basic Education. Michigan: Ypsilanti Public Schools, 1969.

Silberman, Charles E. Crisis in the Classroom. New York: Random House, 1970.

Snow, Robert H. Community Adult Education. New York: G.P. Putnam's Sons, 1955.

Strategies for Adult Basic Education. Edited by Joseph A. Mangano. Newark: International Reading Association, 1969.

Ulich, Mary Ewen. Patterns of Adult Education. New York: Pageant Press, Inc., 1965.

REPORTS

A Special Project to Coordinate the Adult Basic Education Components of Four Federally Funded Agencies In The Kansas City Metropolitan Area As A Means of Reaching The Hard-Core Functionally Illiterate And Providing A More Effective And Economical Academic Program. Washington, D.C.: Department of Health Education and

Welfare, 1970.

Adult Armchair Education Project. Second Annual Report. Washington, D.C.: U.S. Office of Education, Division of Adult Education Programs, 1970.

Adult Basic Education Pilot Project. Austin: Texas Education Agency, 1969.

Adult Education and Television. Edited by Brian Groombridge. London: The Campfield Press, 1966.

Alter, Henry C. Of Messages and Media. Boston University: Center for the Study of Liberal Education for Adults, 1968.

An Evaluation of Adult Basic Education Programs in Massachusetts. Massachusetts: University of Massachusetts, 1970.

Levin, Melvin R., and Slavet, Joseph S. Continuing Education. Massachusetts: D.C. Heath & Company, 1970.

Orr, Thelma P., and Yeatts, Pearline. Adult Basic Education Recruitment Research Program. A report to the Appalachian Adult Basic Education Demonstration Center. Kentucky: Morehead State University, 1970.

Putting the Hard-Core Unemployed Into Jobs. Report of the Business Civic Leadership Conference on Employment Problems. Chicago: 1967.

ARTICLES

Anderson, Dale G. "Learning and the Modification of Attitudes in Pre-Retirement Education," Adult Leadership, Volume 17 (March, 1969).

Howard, Ronald W. "Improving Adult Basic Education Recruitment Results," Ohio Seminar for Administrators of Adult Basic Education. Ohio: Department of Education, 1970.

Lorge, Irving. "Psychology of Adults," Adult Education Theory and Method. Washington, D.C.: Adult Education Association of the U.S.A., 1963.

OTHER SOURCES

AABEDC Recruitment Kit. Personal interview with Mr. Lamar Marchese, Project Director. October 27, 1970.

Opportunities Industrialization Center. Personal interview with Program Manager, Mr. Ronald Howard. May 18, 1971.

Project Reach. Personal interview with Project Director, Samuel D. Mc Clelland. May 11, 1971.

University of Massachusetts. Personal interview with Reginald Damerell, Lecturer. October 23, 1970.

ERIC Clearinghouse
JUL 19 1972
on Adult Education